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ABSTRACT

This report describes the planning processes used to develop a five-year teacher corps project for inservice teacher improvement. The planning model was designed to provide collaboration with all persons who would be involved in the project. The input from district, university, and community consultants was used as well as from teachers representing all elementary and secondary grade levels. A discussion of the philosophy and rationale of the program is presented, and the goals and objectives are outlined. A planning matrix is outlined that provides for collaborative input on the following areas of the program: (1) teacher corps guidelines; (2) needs assessment; (3) goals and objectives; (4) delivery system; (5) governance (policy); (6) management; (7) evaluation; (8) demonstration; and (9) institutional adoption. A copy of the questionnaire used to determine teachers' concerns and perceived needs is appended. An over-all evaluation of the planning process is included. (JD)

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THE DEVELOPMENTAL YEAR OF A FIVE YEAR TEACHER CORPS PROJECT

A Pilot Study

Saint Louis Teacher Corps
Saint Louis University
Saint Louis Public Schools

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Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE DEVELOPMENTAL YEAR OF A FIVE YEAR TEACHER CORPS PROJECT

Introduction

During its first year the Saint Louis University/ Saint Louis Public Schools Cycle XII Teacher Corps Project served as a pilot study for the developmental year of the newly established five-year Teacher Corps projects. This is a summary of the planning and developmental activities carried on by the Saint Louis project from September 1, 1977 through May 30, 1978 to design the subsequent fifteen month training period.

The chief concern of the project during this time was formal planning -- a systematic visualization and anticipation of the future. It was felt that in planning for the future a formal and organized approach is superior to a random one and that such an approach is necessary for a full year of planning and design. Therefore, a large amount of time was spent on designing and developing a model that would organize and systematize the planning efforts. Although this model imposes a structure on the planning process, it also allows for flexibility through less formal decision making and rational deviations from the structure.

The planning team was guided by the philosophy that people who are affected by decisions should have an opportunity to provide input into the decision making process. It was felt that a collaborative approach to program development will result in greater program effectiveness. The planning model was designed to provide such collaboration.

The developmental processes were also based on the belief that planning is never finished but continues during the lifetime of the project. In addition, the Teacher Corps Project must plan beyond the five years of federal funding if its efforts are to be successful. It is important to recognize that unless institutionalization processes are effected, there will be no continuation of the efforts initially brought about through the Teacher Corps project.

This report describes the processes which were developed and utilized as part of the Saint Louis University/Saint Louis Public Schools Cycle XII Teacher Corps Project and summarizes the activities which were conducted during the planning year. In addition to the program planning, individual teacher planning was initiated through the use of the project's Competency Referenced Model of Teacher Education that was developed during the Cycle X Teacher Corps Program. (See Appendix A for an abstract of this model.) Appendix C presents some "Lessons Learned" during the developmental year. These "lessons" are judgments about the developmental processes.

The planning team which undertook the developmental work consisted of Michael P. Grady (Project Director), Sara Krull (Assistant to the Director), William Boyd (Principal, Toussaint L'Ouverture Elementary School - project site), William Hampton (Chairperson, School/Community Council), Janice Parker (Chairperson, Teacher Inservice Committee), Jack Muhlenbruch (Community Consultant). Assistance in the planning design and documentation was given by G. Thomas Fox, University of Wisconsin; Teacher Corps Associates, Carl Grant, Director; William Rebore and Richard Schuppan, external evaluators. Assistance in preparing this report was provided by Sara Krull and Jack Muhlenbruch.

It should be noted that since this was a Cycle XII project, we operated under the Cycle XII regulations rather that Program 78 regulations. Therefore, some things may be different for Progr m 78 projects.

I. Goals of the Developmental Year

During the developmental year the Saint Louis project had seven major goals. These were:

1. To establish and support a School/Community Council.
2. To design an inservice program that would include considerations of school climate.
3. To establish the university component and particularly an IHE staff development team.
4. To develop a plan for demonstration and dissemination.
5. To develop systems to facilitate institutionalization.
6. To develop and implement project management systems and hire staff.
7. To establish positive relationships and channels of communication with all collaborative agents.

The goals provided the focus for the developmental year. The planning team worked to make them as comprehensive and inclusive as possible.

II. Objectives of the Developmental Year

After comprehensive goals were set, the project staff then developed a set of objectives which gave more specific direction and helped to define priorities. Developing these objectives was a site-specific and collaborative task. Following are samples of the planning objectives developed by the project staff.

Objective for Goal 1

> During the first year a School/Community Council will be elected. The Council will conduct a community survey, plan and carry out both short-range and long-range projects and promote good school/community relations. Members of the Council will receive training through community workshops sponsored by the MINK Network.

Objectives for Goal 2

a. A teacher inservice committee will be established to conduct a needs assessment, establish priorities and objectives for inservice training and design the initial year of inservice activities.

b. The teacher inservice committee will coordinate the efforts to fulfill immediate needs such as those which can be met through one-day workshops, guest speakers, etc.

Objectives for Goal 3

a. A university staff development team will be established.

b. A program will be initiated to involve members of the University faculty in the Teacher Corps Program and to establish a positive relationship with faculty and administrators in preparation for meeting school and community needs.

Objective for Goal 4

The staff will identify various elements of the program which have the potential for demonstration. The staff will also indicate how and to whom these elements are to be demonstrated.

Objective for Goal 5

The staff will develop relationships and data banks that will lead to effective institutionalization of successful elements of the Teacher Corps Program.

Objective for Goal 6

The staff will explore temporary systems and management concepts that are applicable to a Teacher Corps Project.

Objectives for Goal 7

a. The staff will identify the communication channels necessary for the effective functioning of the project.

b. The staff will establish collaborative relationships with the agents involved in the Teacher Corps Program.

These objectives are only samples of those that a project might write. They represent the project's unique plan for accomplishing the previously determined goals. Obviously, it

is an important part of the planning process to think through and develop the project's goals and objectives for the developmental year as well as for the years to follow.

III. Methods of Planning

This section describes the planning methods used to fulfill the various objectives of the developmental year. It covers the following topics: PERT, Committee Structure, Needs Assessment, Management Information System, Role of the Community, Role of the University and Inservice Program Development. Although these elements are presented sequentially, the process in actuality is a holistic one as various elements overlap in time and function.

A. PERT

A program evaluation review technique (PERT) chart was designed for the period September 1977 through May 1978. This procedure included two aspects of the project: 1) immediate program activities which would involve the LEA, the IHE and community participants; and 2) the formal planning process. The PERT chart served to organize and give direction to the Teacher Corps Program, establish a time-line, provide for a review of progress and make apparent the relatedness of various activities.

An initial PERT chart (PERT I) was established during August 1977. This chart identified various activities to be

carried out during the first nine months of the program. Through brainstorming, the Teacher Corps staff drew up a list of possible projects/activities and established a time-line for them. The resulting PERT chart included a monthly meeting or "seminar" for all teachers of the participating school, publication of a newsletter, a community survey, inservice committee meetings, etc. These activities were not always directly related to the planning process but served to involve the constituents of the project and to provide project visibility.

The planning PERT (PERT II) was developed at a Management Training Workshop sponsored by the MINK (Missouri, Iowa, Nebraska, Kansas) Teacher Corps Network. (See charts on pages 8-9.) Three staff members from the Saint Louis Project who attended this workshop designed PERT II around the planning matrix. (See page 22 for discussion of the planning matrix.) The staff began by defining guidelines set forth by Teacher Corps-Washington and by outlining needs assessment procedures (events 1 and 2). The remaining events (3-13) were carried out on the basis of information gathered by the needs assessment.

Both PERT I and PERT II helped to organize the project's efforts during the developmental year and provided a quick and simple way to see what was accomplished. This procedure greatly aided the systematic approach to planning by outlining events and timelines.

PERT September 1977 - May 1978

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MA
Meet with teachers to introduce staff, nine month project, Teacher Corps, etc. Survey teachers for topics for monthly meetings Establish School/ Community Council Establish Steering Committee Establish Inservice Committee Employ and train neighborhood aides Publish Inservice Calendar Publish Teacher Corps Brochure 1st meeting of School/Cmnty Council Obtain: school schedule names, addresses, phone # of teachers	Begin monthly meetings Meet w. teachers re: grad school, applications, etc. Bring teachers to SLU, (OLA) Meet with Inservice Commit. Teacher attitude survey re: interns community, etc. Begin film series for teachers Community survey and needs assess. Provide orientation to TC to component groups Publish newsletter Steering Committ. meets bi-monthly Begin advising system School/Cmnty newsletter School/Cmnty Council meets	Continue monthly meetings Continue advising Continue film series Continue newsletter Model workshop & follow-up; tie in with advising School/Cmnty Council meets monthly Steering Commit. meets bi-monthly Hold meetings of component group committees Meet with Inservice Committee School/Cmnty Newsletter	Needs assessment training Hire teachers to do needs assessment School/Cmnty Council meets Steering Committ; meets bi-month. Christmas Party	Do needs assess. Report to School/ Cmnty Council, Steering Comm. and Inservice Comm. Hire consultants to plan for spec ed & multic components Steering Commit. meets bi-monthly School/Cmnty Council meets	Determine courses workshops etc. for training prog. --who --when Survey teachers for talents, resources, etc. to be used in the training prog.	Make arrangement for summer institute (tentative) Hold meeting of component group committees Check applications for status - should be complete by March	Draw up final schedule of courses for credit (meet with instructors to design course to meet L'O. Teachers' needs) Make arrangement for any workshops to be held summer 78 (ie LOFT) Hire interns and team leader Get interns into grad school PRE_REGISTRATION	

PERT I

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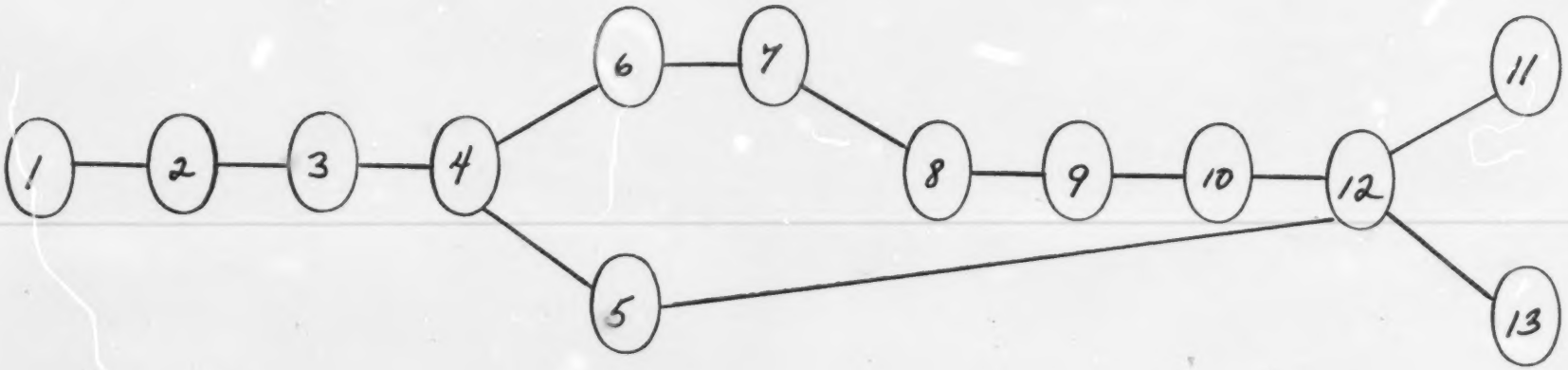
PERT II: Planning Process

September 1977 - May 1978



EVENTS

Sept.	1. Define guidelines to be followed.	
Oct/Nov	2. Conduct needs assessment around each guideline	
Dec.	3. Determine goals, objectives, for each guideline based on needs assessment.	
Jan.	4. Determine delivery system for each objective.	
Dec/Mar	5. Write and submit Quarterly Report (2).	
Feb.	6. Write and submit Program Amendments for fifteen month training period.	
Feb.	7. PERT individual objectives.	
	8. Establish governance of each objective and guideline.	Mar.
	9. Establish management system for each objective and guideline.	Mar.
	10. Determine evaluation procedure for each objective.	Mar/Ap
	11. Write and submit Final Report (QRIII).	May
	12. Conduct evaluation of planning process.	Ap/May
	13. Conduct context evaluation.	May

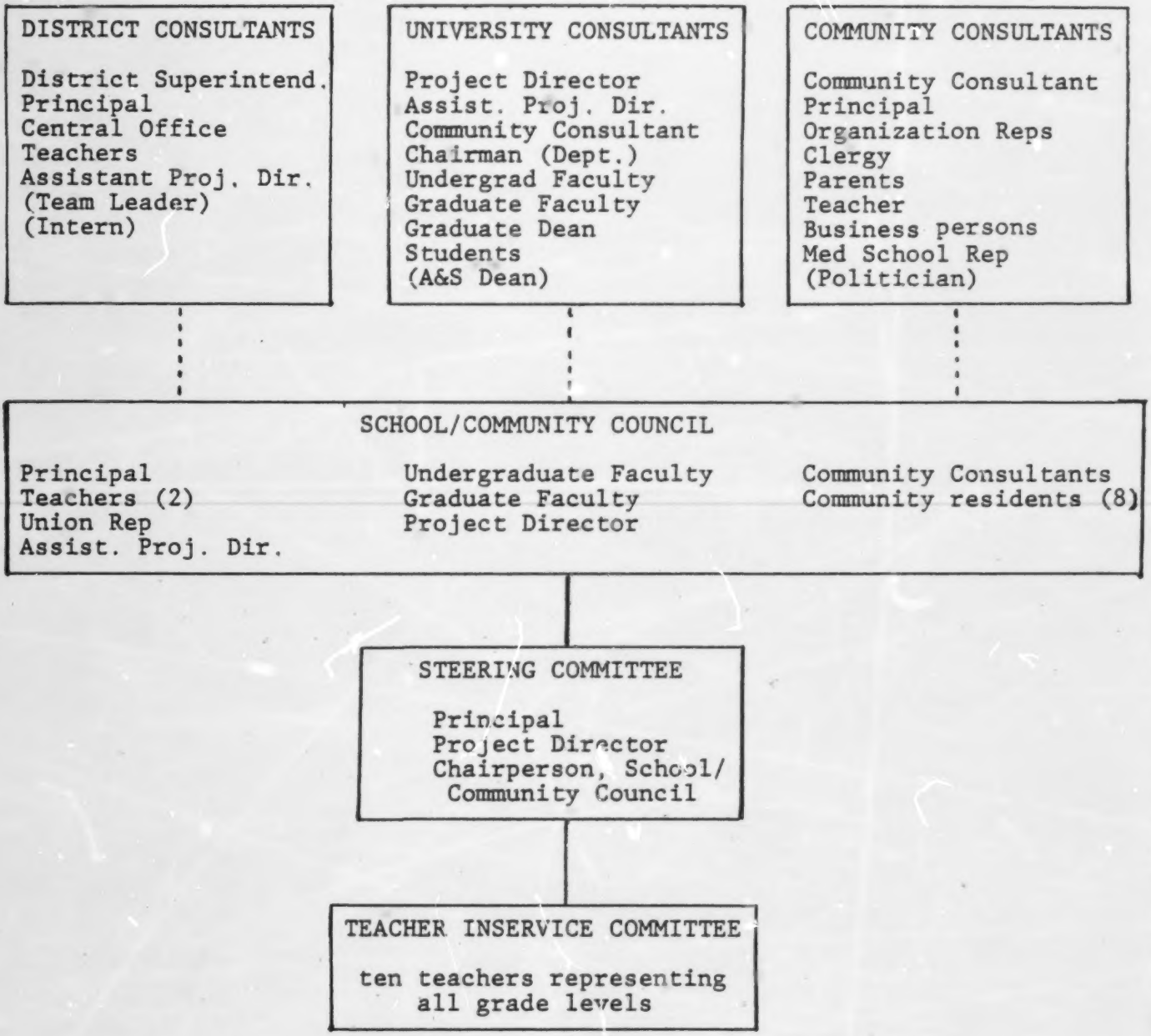
B. COMMITTEE STRUCTURE

Among the activities carried out during the nine-month planning period was the establishment of several committees which served to facilitate the planning process and project management. (A flow chart of these committees appears on page 11 .)

Teacher Corps guidelines call for the formation of a School/Community Council representing the project's three component groups: the University, school district and community. The School/Community Council is a policy-making board and is responsible for representing the interests of all three groups. The council meets on a monthly basis.

Each of the three component groups also forms a separate committee to coordinate their consituents' involvement in the program. These committees meet as a whole once or twice a year. They are kept informed of project activities and progress through newsletters and special reports. The representatives of the three groups who serve on the School/ Community Council are responsible for making known their constituents' interests and for negotiating programs that will satisfy the needs of their respective groups. In a sense the members of the three larger committees act as consultants to the project, expressing their wishes and needs through the School/Community Council and offering suggestions for meeting those needs.

COMMITTEE STRUCTURE



In addition to the four committees already discussed (the three component groups and the School/Community Council) two other committees were formed -- a steering committee and a teacher inservice committee. The steering committee consists of the project director, the principal and the School/Community Council chairperson. This committee is responsible for implementing the policies set forth by Teacher Corps - Washington and the School/Community Council. The steering committee meets monthly prior to the School/Community Council meetings and at other times as the need arises.

The inservice committee represents the teachers. Its members are teachers from primary, middle and upper grades as well as special classes. This committee is responsible for organizing and conducting a needs assessment, making contacts with possible resource people, providing information to other faculty members and responding to suggestions and ideas for inservice training. The inservice committee has primary responsibility for designing the training program.

Subcommittees of the inservice committee were formed to deal with specific concerns such as the needs assessment, the establishment of a resource center, organizing workshops, etc. The committee works closely with a Teacher Corps staff member and the principal of the school. Meetings are held frequently averaging once every two weeks.

The existing committees have done more than serve the management system of the project. They have been helpful in building and maintaining visibility and momentum at the project

site. This is especially important during the planning and developmental stages when training activities are at a minimum.

C. NEEDS ASSESSMENT

A major effort of the inservice committee has been the organization of a needs assessment. To begin this process members of the committee met with each teacher in his/her unit to establish a list of areas of concern. These concerns were grouped into three categories: parent/community, student, and teacher needs. After this, a questionnaire was distributed to elaborate on student and teacher needs.

Members of the School/Community Council and students of the school were also invited to express their ideas about educational needs at the project school. School/Community Council members generated a list of concerns geared toward community and parental involvement in the educational process. Students were asked, "If you could be a teacher or principal for one day, what would you do to change or better Toussaint L'Ouverture?" For the most part responses from the students were not very helpful (e.g., install candy machines).A few suggestions, such as giving special attention to those students who need it, were incorporated into the needs assessment instrument.

A subcommittee of the inservice committee was formed to review the resulting lists of needs. Redundancies and concerns

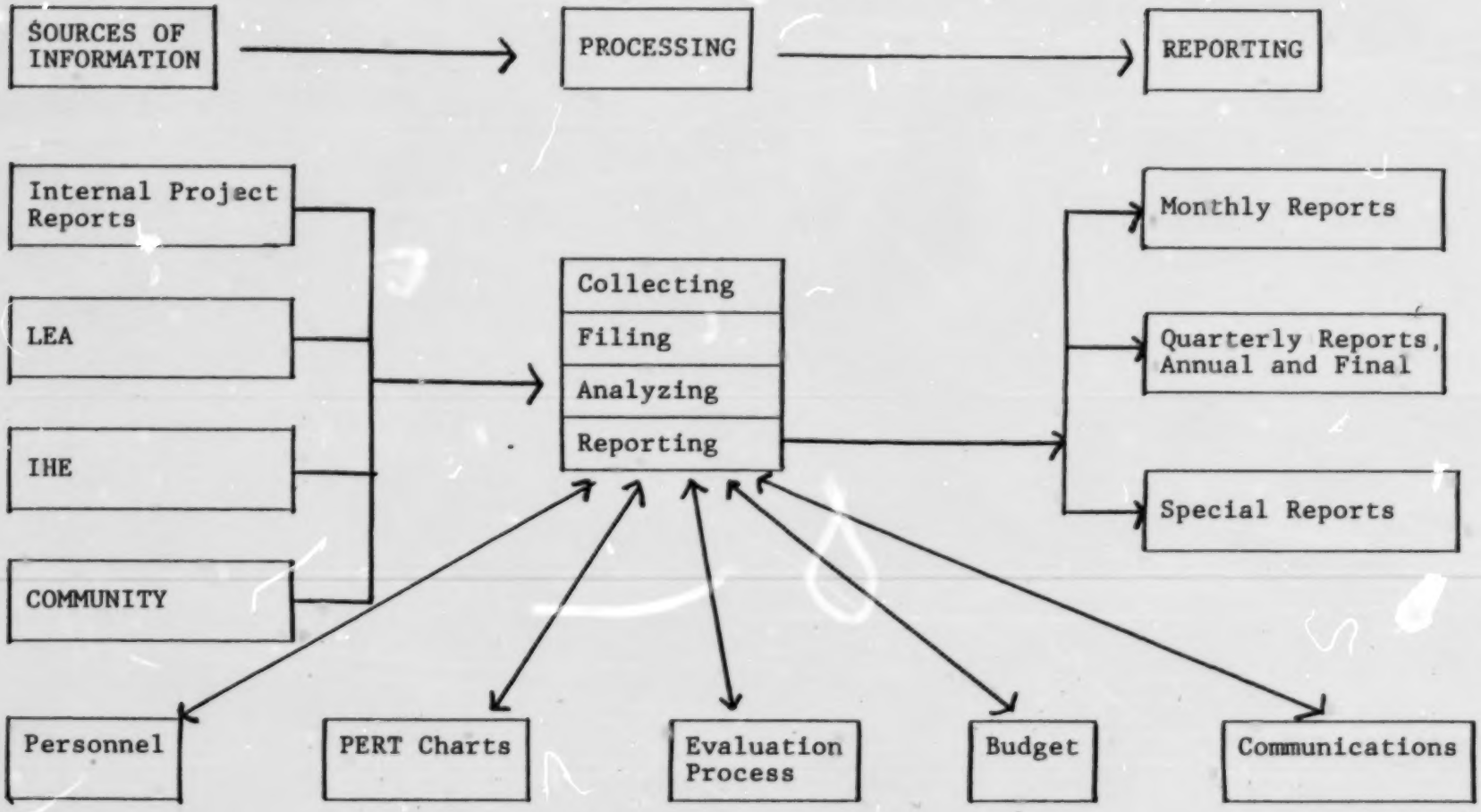
which could not be dealt with were eliminated (e.g., more heat in the industrial arts room). Once the lists were combined and finalized, the subcommittee then designed an instrument to measure levels of concern. Responses were sought to two questions about each statement on the instrument: "To what extent should the condition exist?" and "To what extent does the condition actually exist?" Five open ended questions were also included as part of the instrument. (See Appendix B for this instrument.)

Responses were sought from the principal, teachers, teacher aides, and community members. A different instrument was written for the community respondents using less technical language. The content of the instrument remained the same.

D. MANAGEMENT INFORMATION SYSTEM

A management information system was developed to help project staff delineate and visualize the flow of information and its sources. The design of this system is found on page 15. The design identifies the sources of information, the processing systems, and other components to be included (personnel, PERT charts, evaluation process, etc.). The necessary reports are also indicated. The system assists in general project management and particularly documentation and dissemination of results. The outline helps assure that all sources of information are identified and tapped in an organized approach.

MANAGEMENT INFORMATION SYSTEM



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E. COMMUNITY PLANNING ACTIVITIES

Efforts to make community contacts in the Toussaint L'Ouverture area were based on the assumption that it is important to bring school and community closer together. People in the community need to know more about their school and the school needs to become acquainted with the residents and resources of the community it serves. Even though individuals and organizations have diverse backgrounds and objectives, the school program is of such a nature that it should be supported by most of the people it serves.

At the start of the project the Teacher Corps staff outlined steps to be taken to initiate community involvement in the planning process. (The steps are included in PERT I.) The outline of the community component included these events for the first month:

Meet with teachers to become better acquainted and to explain Teacher Corps in greater detail

Establish a School/Community Council and hold first meeting

Publish a brochure explaining the Teacher Corps Program for distribution in the school and community

Employ and train neighborhood aides

The outline for October listed a comprehensive community needs survey as the primary activity.

A School/Community Council was elected/selected and the first meeting was held in September. Officers were also elected at this time. The Council was so constituted that it

had more community representatives than school personnel and Teacher Corps staff.

The first Council meeting served as an orientation to Teacher Corps. Present at this meeting was the project's program specialist from Teacher Corps - Washington. The program specialist spoke to the Council explaining its role in the Teacher Corps Program and emphasizing the importance of the community in the education process.

Subsequent meetings were held on a monthly basis and were conducted by the Council chairperson, a resident of the community. Meetings were planned by the chairperson of the Council and the community consultant. Monthly agendae included reports of current community and overall project activities and discussion and proposals for future ones. Resources within the community were often brought to the Council's attention. These resources ranged from how and where to obtain free materials for winterizing one's home to a report on the work of the Legal Aid Society. A film on the function of the community council (one of a series produced by the MOTT Foundation) was also shown. Light refreshments were usually served.

The Council sponsored two activities during the first year which aided the planning process by providing community contacts and information necessary for a successful project. The first of these was a door-to-door community survey conducted by residents of the community. Questions for this survey were

determined after consultation with the school principal and School/Community Council. At the suggestion of the Council, parents were asked to give their permission to be interviewed. The survey began in October, but due to bad weather it was not completed until the spring. The survey was helpful in promoting Teacher Corps and the school among community residents, in determining projects to meet community needs, and in providing a mailing list of interested people in the community.

A further activity was the compilation of a mailing list of the businesses and industries in the L'Ouverture School area. In March the business people were invited to attend a luncheon at the school. A number of business representatives who attended the luncheon visited classes, spoke to students about their work, and offered to open their businesses for field trips.

Contacts were also made with clergymen in the area and various agencies which served the community. In each contact the Teacher Crops project was explained and information on the church or agency was obtained. Ways of working cooperatively were discussed.

Members of the School/Community Council became better acquainted with Teacher Corps and received further training through attendance at two community workshops sponsored by the MINK Network. During the second workshop proposals were formulated for consideration by the School/Community Council in planning the second year of operation. One of these proposals

was to conduct a summer program for both children and adults. This proposal was accepted by the Council and the program was carried out during the summer of 1978.

The Saint Louis University/Saint Louis Public Schools Teacher Corps Program strongly recommends that much time and effort be devoted to the community during the first year. Such early efforts in the community will provide many helpful activities and pave the way for a more extensive program during the following years.

F. UNIVERSITY PLANNING ACTIVITIES

Since Saint Louis University previously had a Teacher Corps Program (Cycle X) members of the faculty were generally familiar with the program. However, the planning year allowed for more in-depth communication with the faculty concerning Teacher Corps. An IHE staff development team was established to foster staff development efforts at the University and to prepare university faculty to work with the Teacher Corps Program in meeting the needs of the public school teachers during the training period. Various activities toward this effort were initiated in cooperation with the Teacher Corps MINK Network.

Educational equity was the theme of the first university staff development activity sponsored by the MINK Network. This conference paid particular attention to sexual stereotyping in education, community involvement, multicultural education, and mainstreaming. A workshop for all Department of Education

faculty on the subject of mainstreaming was held subsequent to this first activity. Other follow-up efforts to the workshop were made and more are planned for the future.

The developmental year provides the opportunity to involve members of the faculty more fully in the project, prepare them to work with Teacher Corps, and lay the foundation for institutionalization. It is hoped that Teacher Corps efforts involving university faculty members will lead to more effective instruction at the university and, in particular, in the Teacher Corps Program.

G. INSERVICE PROGRAM DEVELOPMENT

A major part of the Teacher Corps Project is the inservice training program for the teachers in the site school. A great deal of time was spent during the first year designing this component. The resulting program was built upon collaborative decision making, the various needs for continuing education, and the outcomes of a study by Bruce Joyce and others consisting of five reports: ISTE I, II, III, IV and V.

Report I, Issues to Face states that the variables of inservice education can be categorized into four major dimensions: Governance, Modes, Delivery and Substance. Governance is concerned with collaborative efforts among the various persons, agencies, and institutions involved with the continuing education effort. The Modal dimension involves the variety of ways in which continuing education may exist. The Delivery dimension

involves the delivery of training where people can receive it in accordance with their needs, and provides follow-through. The Substantive dimension refers to the content as well as the process of the substance of the program. The effectiveness of the continuing education venture depends upon the ability of those invovled to arrange the interaction of the dimensions in a productive manner. This arrangement is a very delicate one. Weakness in one dimension is magnified because it undermines the power of the other dimensions. Conversely, improvement in only one dimension usually does not significantly improve the overall quality of the continuing education program. (For more information about this model and a description of it's use see Continuing Education, Collaborative Decision-Making by Michael P. Grady and Robert A. Mortenson, available from MINK Network, Teacher Corps Program, University of Nebraska at Omaha, Omaha, Nebraska.)

The inservice committee was established to facilitate this process of designing the inservice program. The committee works collaboratively with Teacher Corps staff to determine the ways in which inservice training can take place, how it will take place and what it will include. This inservice committee determines the needs of the faculty, meets with possible resource people, and decides on the kinds of activities that will help meet the needs of the school.

The inservice committee is an effective vehicle for receiving input from teachers, which is especially important in

the planning process. Moreover, as mentioned previously, it provides a way for teachers to become involved in the project before formal training activities begin.

SUMMARY

This section has summarized some of the planning activities that took place in the development of the various facets of the project. It is hoped that one will sense the totality of the planning by understanding the various inter-woven strands. It was necessary to have a total picture of the planning efforts, some sense of direction, and a method for determining completion of the planning activities. The planning matrix described on the following pages was constructed to serve these purposes.

IV. The Planning Matrix

The following matrix (see page 23) was developed to provide a holistic and total view of the planning process. Across the top of the matrix are the necessary elements of the planning process: needs assessment, objectives, delivery system, governance, management, evaluation, demonstration and institutionalization. The elements are considered in the light of Teacher Corps guidelines and local project needs which are indicated in the left column: exceptional child component, education that is multicultural, community, local needs, university staff development and other appropriate components. The task of the planning year is to complete the matrix.

PLANNING MATR
A Plan for Planning

TEACHER CORPS GUIDELINES	NEEDS ASSESSMENT	GOALS AND OBJECTIVES	DELIVERY SYSTEM	GOVERNANCE (Policy)	MANAGEMENT (Person Responsible)	EVALUATION	DEMONSTRATION	INSTITUTIONAL ADOPTION
A Given GENERAL	What version will be used and how will it be carried out?	Objectives from needs assessment and proposal amendments	How will objectives be met?	Collaborative How will it be achieved? Policy	What system? What timeline? Administration	Establish model that will be used	Dissemination Sharing	What will become part of the permanent system? How will this be achieved?
SPECIFIC Exceptional Child Component (ECC)								
Education That is Multi-cultural								
Community Component								
Local Needs								
IHE Staff Development								

PLANNING MATRIX
A Plan for Planning

TEACHER CORPS GUIDELINES	NEEDS ASSESSMENT	GOALS AND OBJECTIVES	DELIVERY SYSTEM	GOVERNANCE (Policy)	MANAGEMENT (Person Responsible)	EVALUATION	DEMONSTRATION	INSTITUTIONAL ADOPTION
Education That is Multi-cultural	Needs assessment instrument to teachers, aides, parents, administration	GOALS To increase awareness on the part of teachers, students and community of their own culture as well as the cultures of other people. That this effort will help those involved better relate with people of other cultural backgrounds	Meeting with international students International Week (school and community) Course in education that is multi-cultural Development of instructional materials Independent Studies/ Projects	Teacher inservice committee Principal Assistant Project Director School/ Community Council where applicable	Assistant Project Director Timeline: Initial meeting March 78 International Week Oct 78 Course: Summer 79	To be included in evaluation paradigm developed by external evaluators (See page 27 for discussion of evaluation process.)	Instructional materials developed for this effort.	Establishment of annual International Week at project site.

Although demonstration and institutional adoption should be considered during the first year, it is likely that specifics will not develop until later in the project. Once specific elements are determined for institutional adoption, these elements should then be put through the entire planning process outlined by this matrix.

The planning elements, across the top, are in order of implementation. The objectives of the training period (second and third year) flow from the needs assessment. How those objectives will be fulfilled is the delivery system. Since governance is collaborative, the governance function assures that each objective is governed collaboratively. The management function indicates that all objectives and activities enter into the management system of the project. How the objectives will be evaluated is the next concern. The last two planning functions begin the process of demonstration and institutionalization. Even though demonstration and institutionalization are fourth and fifth year activities, their design should be considered from the first year and planned for continuation after the termination of funding.

All of the components in the left column need to be run through these planning functions. Where the guideline and planning function intersect, at that point the appropriate data will be found. For example, to determine the objecives under the guideline of education that is multicultural (see page 24) one would look in the box formed by the intersection of "Multicultural Education" and "Objectives." To determine the evaluation of the objectives, move to the right to the column marked "Evaluation."

As the planning process is presented here, it appears as sequential, linear, and compartmentalized. But in practice many of the functions overlap, occur simultaneously, are shifted, etc. The matrix should be viewed as a flexible blueprint from which to operate in order to achieve the objectives and meet

other concerns for the remainder of the Teacher Corps Program, and to bring about institutionalization several years beyond the termination of funding.

In summary, as the matrix has been developed several characteristics have been noticed. The matrix

1. gives a holistic and visual perspective of the progres of the planning activities.
2. provides a structure and system for planning.
3. indicates completeness and collaboration.
4. indicates the influence on other dimensions of the plan when one part is changed.
5. provides a structure which allows for flexibility.
6. is useful for communicating planning progress to groups.
7. provides for documentation of planning.
8. is helpful for project management during the planning year.
9. indicates when planning is incomplete.
10. assures attention to Teacher Corps guidelines.

V. Project Management

Following is a very brief description of the project management system used during the developmental year. Parts of the system have been described previously under the headings "PERT", "Committee Structure," and "Management Information System." This section will concentrate on personnel, communication, governance and evaluation.

The Teacher Corps personnel consisted of a half-time project director and a full-time staff assistant. A community consultant was contracted to work extensively with the community. Other

personnel were hired as consultants when needed for specific jobs. Other appropriate people (principal, School/Community Council chairperson) were integrated into the management of the project in a collaborative manner. (See Committee Structure, page 11.)

The developmental year is an excellent time to establish both formal and informal communication channels. Formal communication channels were opened through the committees and governance structures. Just as important are the informal communication channels. The developmental year provides the necessary time to establish effective communication patterns and ownership in the project and to become firmly established.

The developmental year allows sufficient time for affirming the project's operation of collaborative governance. The role descriptions and relationships of the participants can be worked out, defined and affirmed. The first year is also a good time to institute and test decision-making methods and to establish decision-making bodies. In view of the fact that the communication and governance components of the project are critical during the remainder of the project it is worthwhile to use the developmental year to firmly develop these components.

Moreover, the developmental year provides time to establish the evaluation procedures that will be used throughout the project. It is helpful to involve the evaluators/documentors from the start and also to evaluate the planning process itself. The Saint Louis University/Saint Louis Public Schools project uses

public school based evaluators rather than university faculty. In the Saint Louis area the public schools have trained evaluators who can do external evaluations. It is the opinion of the project director that because Teacher Corps is a school-based program public school evaluators are generally better qualified to make judgments regarding the effectiveness of the project than are university people.

The evaluation procedure used in the project concentrates on assessing the effectiveness of the project objectives as they are operationalized through project activities. Particular emphasis is placed on judging the impact of the project on the participants (i.e., community, interns, teachers, students). Also, a continuous program of staff evaluation is used to improve the working relationships and effectiveness of the various role groups. These two areas form the primary thrust of the evaluation component.

A perception based model of program evaluation is utilized. Following is a description of how the paradigm is developed.

Paradigm Building: Given the project objectives, a three-step process is undertaken.

1. Each objective is assigned to a particular staff member. The staff member then negotiates with the evaluators regarding major questions appropriate to that objective.
2. After the major questions are determined methods of collecting data to answer these questions (sources of evidence) are negotiated between the staff member and evaluators.
3. Specific value criteria are delineated. These value criteria are used by the staff as personal standards by which to judge the answers to the major questions.

This process is repeated for each project objective.

VI. Conclusion

This report has attempted to summarize the various planning methods and the management system used in piloting the developmental year of the Saint Louis Teacher Corps Program. In an attempt to include as many facets of the planning activities as possible many of them were abbreviated. Further information about any particular part of the developmental year can be obtained from the office of the project director.

In general the developmental year was found to be a most worthwhile activity and a benefit to the project. Having a full year to plan with limited training activities increases the potential effectiveness of the training and provides opportunities for demonstration and institutionalization that the two year projects did not allow.

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APPENDIX A

A PERSONALIZED COMPETENCY REFERENCED MODEL OF TEACHER EDUCATION

Saint Louis University
Saint Louis Public Schools
Teacher Corps Program

AN OVERVIEW

This overview presents a brief description of a personalized competency referenced model of teacher education used by the Saint Louis University/Saint Louis Public Schools Teacher Corps Program. This personalized model calls for the determination of competencies based on the individual participant's philosophy of education. The learning that takes place is self-paced and individualized. The model is flexible and can be used with preservice or inservice programs.

The model consists of five phases: Philosophy, Rationale, Objectives, Mastery of Competencies and Evaluation. The five phases are guided by a collaborative section which considers the influences that are felt in developing one's philosophy, objectives and competencies.

The Philosophy and Rationale phases involve participants in a thorough examination of their beliefs about education and why they hold them. Together these two phases provide a theoretical framework which gives reason and direction to the remaining three phases.

The Objectives phase is a plan of action which reflects the thinking of the previous two phases. The participants in the model considers the question, "Based on my philosophy what should I as an educator be doing with/for my students?" Through this process participants can determine

competencies to master that reflect their philosophy.

The implementation of the plan of action is fulfilled in the Mastery and Evaluation phases. In the Mastery phase the participant masters the competencies determined in the Objectives phase. This phase provides resources such as books, courses, workshops, other teachers, etc., that assist in this implementation. The Evaluation phase determines the participant's progress towards mastering the self-determined competencies. Resources are provided that assist the participant in the evaluation with an emphasis on self-evaluation.

An advisory system is used with this model that provides each participant with a personal advisor. The role of the advisor consists of helping participants with the model and providing assistance with resources. The advisor also assists the participant in developing a portfolio of professional accomplishments and a personalized model (PROME) of professional development. The goal of this model of teacher education is a fully matured educator as defined by the five phases. It should be noted though that this model is only one part of a comprehensive school renewal effort and other factors (community, curriculum, administration, etc.) must also be considered.

A PERSONALIZED
COMPETENCY REFERENCED MODEL
OF TEACHER EDUCATION

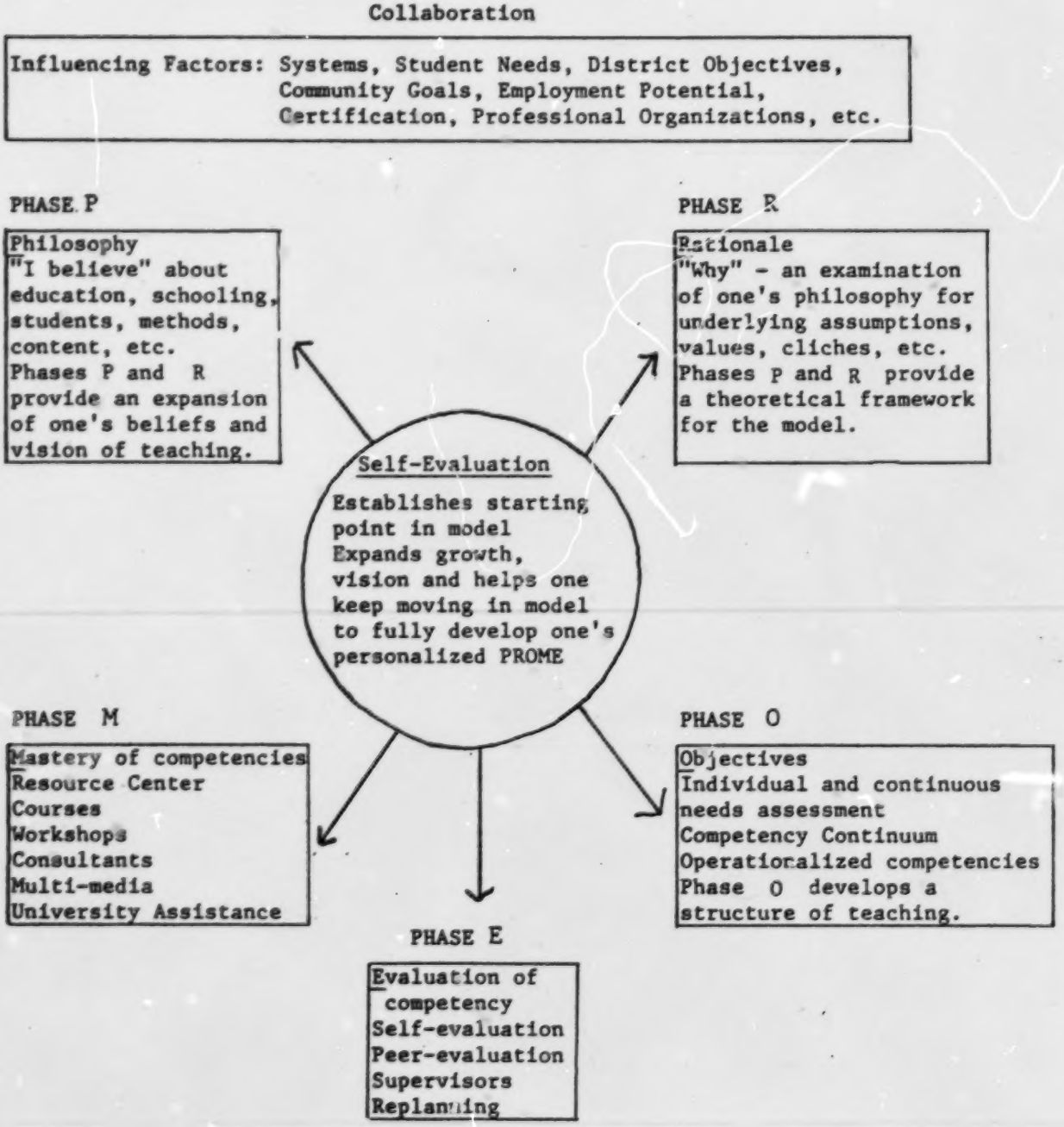
Collaboration
Influencing Factors: Systems, Student Needs, District Objectives, Community Goals, Employment Potential, Certification, Professional Organizations, etc.
PHASE P
Philosophy
"I believe" about education, schooling, students, methods, content, etc.
Phases P and R provide an expansion of one's beliefs and vision of teaching.
PHASE R
Rationale
"Why" - an examination of one's philosophy for underlying assumptions, values, cliches, etc.
Phases P and R provide a theoretical framework for the model.
Self-Evaluation
Establishes starting point in model
Expands growth, vision and helps one keep moving in model to fully develop one's personalized PROME
PHASE M
Mastery of competencies
Resource Center
Courses
Workshops
Consultants
Multi-media
University Assistance
PHASE O
Objectives
Individual and continuous needs assessment
Competency Continuum
Operationalized competencies
Phase O develops a structure of teaching.
PHASE E
Evaluation of competency
Self-evaluation
Peer-evaluation
Supervisors
Replanning

DIAGRAM 4A

APPENDIX B

NEEDS ASSESSMENT
January 1978

Saint Louis University
Saint Louis Public Schools
Teacher Corps Program

This questionnaire is an effort to determine areas of need or concern among the teachers at Toussaint L'Ouverture Elementary School. The results of this survey will be used to determine courses, workshops and other activities that will help meet the needs and concerns identified.

You will be asked two questions about each statement:

1) To what extent should the condition exist in your school?

2) To what extent does the condition actually exist in your school?

Your responses to each of these two questions about each statement will be selected from the following six choices:

SHOULD EXIST	ACTUALLY EXISTS
(0) Do not know the extent to which the condition should exist in my school.	(0) Do not know the extent to which the condition exists in my school.
(1) Condition should not exist at all in my school.	(1) Condition does not exist at all in my school.
(2) Condition should exist to a slight extent.	(2) Condition exists to a slight extent.
(3) Condition should exist to a moderate extent.	(3) Condition exists to a moderate extent.
(4) Condition should exist to a fairly large extent.	(4) Condition exists to a fairly large extent.
(5) Condition should exist to a very large extent.	(5) Condition exists to a very large extent.

EXAMPLE	Should Exist	Actually Exists
The teachers in our schools take an individual interest in their students.	5	3

The respondent has indicated (5) that he believes, to a very large extent, that teachers should take an individual interest in the students but (3) the condition actually exists to a moderate extent.

Please be objective and honest and use "Do not know" only if you can make no judgment.

I belong to the following groups (please check those applicable):

_____teachers _____ teacher aides

_____administrators _____ parents (of students at L'Ouverture)

_____others (specify)

SHOULD EXIST	Do Not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
	- 0 -	- 1 -	- 2 -	- 3 -	- 4 -	- 5 -
ACTUALLY EXISTS	Do Not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should exist	Actually exists
1. Parents are often made aware of students' good behavior and progress.	_____	_____
2. The principal encourages school support through home visits.	_____	_____
3. The business community is utilized in the educational process.	_____	_____
4. Barr-branch Library is utilized to provide ABE (Adult Basic Education) and GED (Graduate Equivalency Diploma)	_____	_____
5. Individuals of the community share their experiences, ideas, etc. with the school.	_____	_____
6. Parents are encouraged to provide a suitable study area at home.	_____	_____
7. Parents are instructed on how to set up a suitable study area at home.	_____	_____
8. Tutoring services are made known to parents.	_____	_____
9. Parents are encouraged to work with their children at home.	_____	_____
10. Teacher/parent contact is made through phone calls and home visits.	_____	_____
11. Chronic absenteeism is dealt with efficiently.	_____	_____
12. Parents are made aware of the possibilities of using television and other media as instructional tools.	_____	_____
13. Teachers are made aware of the possibilities of using television and other media as instructional tools.	_____	_____
14. Teachers use audio-visual hardware and software in their classrooms.	_____	_____
15. Regular classroom teachers are prepared to deal with special students in their classroom (including LD, BD, EMR and the accelerated learner).	_____	_____

SHOULD EXIST	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
	- 0 -	- 1 -	- 2 -	- 3 -	- 4 -	- 5 -
ACTUALLY EXISTS	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Acutally Exists
16. Teachers continually redesign their curriculum to meet pupil needs.	_____	_____
17. Organized or systematic instruction is given to students on hygeine.	_____	_____
18. Science is an integral part of the curriculum.	_____	_____
19. Fine arts are an integral part of the curriculum.	_____	_____
20. Social studies are an integral part of the curriculum.	_____	_____
21. Inner city cultural, social and familial values are apparent to teachers.	_____	_____
22. Values of other cultures are apparent to teachers and students.	_____	_____
23. Teachers and students exhibit a high degree of listening skills.	_____	_____
24. Communication skills are highly developed between these groups:		
teacher - teacher	_____	_____
teacher - pupil	_____	_____
teacher - parent	_____	_____
pupil - pupil	_____	_____
teacher - administration	_____	_____
pupil - administration	_____	_____
parent - administration	_____	_____
25. Teachers deal with the remediation of students in:		
mathematics	_____	_____
reading	_____	_____
language (oral and written)	_____	_____

SHOULD EXIST	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
	- 0 -	- 1 -	- 2 -	- 3 -	- 4 -	- 5 -
ACTUALLY EXISTS	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

		Should Exist	Actually Exists
26.	Teachers use individual instruction and/or small group learning in their classrooms.	_____	_____
27.	Students are prepared to handle independent individual instruction in a responsible way.	_____	_____
28.	Teachers prepare students to be self-directed and self-disciplined learners.	_____	_____
29.	Teachers are aware of various diagnostic instruments and tests.	_____	_____
30.	Teachers use various diagnostic instruments to develop a plan of instruction for individuals.	_____	_____
31.	Teachers use various methods to evaluate effectiveness of these plans.	_____	_____
32.	Student diagnostic and prescriptive checklists are used and passed on to subsequent teachers.	_____	_____
33.	Teachers are aware of attitudinal differences among students.	_____	_____
34.	Inservice training is provided for teachers.	_____	_____
35.	Teachers are aware of the opportunity to visit other schools (including colleges and universities) for the purpose of observation, consultation, etc.	_____	_____
36.	Teachers are aware of themselves as professionals.	_____	_____

37. What are your strengths as a teacher?

28. List needs or weaknesses of the students at L'Ouverture.

39. What goals or objectives (academic, physical, social, emotional) would you like your students to attain this year?

40. What skills do you (as a teacher) need to meet these objectives?

41. Any additional comments you would like to make:

Thank you for your response to this questionnaire.

APPENDIX C

Following are some "lessons learned" from the developmental year. Written as part of the quarterly reports, these "lessons" represent personal observations and judgments of the project director regarding the planning process. It is hoped that these insights will be helpful to future Teacher Corps projects.

December 30, 1977

1. Given sufficient money to hire consultants, a half-time director and full-time secretary are sufficient for the first year when only one school is involved. In Program 78, with three or four schools involved, I believe a full-time director will be necessary.
2. Using university staff as consultants can be profitable both in getting the job done and in the insitutionalization of change.
3. A one-year developmental process is intricate and requires extensive planning. That is, a "plan for planning" is definitely needed. I am quite satisfied with the planning process we have developed and are using.
4. A significant challenge during a long planning period is to sustain momentum among the teachers and keep their interest in continued planning for long range needs. To keep the momentum we attempted to meet some immediate and minor needs.
5. A "sometimes" problem is retaining visibility in the school so teachers "see" that Teacher Corps is doing something and is not "another rip-off federal project." We need to develop ways to maintain momentum, visibility and viability

during the planning period.

6. The planning period gives time to do an extensive and thorough needs assessment. It allows time for the project director to think and reflect about the project rather than always acting (or so it seemed).

7. Establishing a teacher inservice committee to develop the inservice program is an excellent way to encourage participation and to prepare for the future. In a two year project there was not enough time for many deliberations. In a longer project it is possible for the teachers themselves to design the program, designate the courses to be offered, and meet with and/or select the appropriate instructors. In the present projects the teachers are developing superior plans for training.

8. It is well to establish the School/Community Council as soon as possible after the project begins. The planning period gives the Council the opportunity to mature and define its functions.

9. Another benefit of the planning year is that the evaluation and documentation process can be more fully planned and implemented.

10. In general, I believe the planning period is extremely valuable and helpful. It will add greatly to the success of a Teacher Corps project and further the efforts of Teacher Corps.

March 30, 1978

1. The formation and training of appropriate committees and the establishment of decision making structures is a crucial part of the planning period.

2. The principal is a key person not only in training activities but in other activities connected with the project and should be a member of all committees that do the first year planning.

3. The first year is an excellent opportunity to involve and educate the Community Council. I believe that with the new regulations and the provision for a planning year the community will have greatly increased impact upon a project. For us, the development of the community component has been one of the highlights of our first year. Concentrate on the community in the initial year; much can be accomplished with this component.

4. The establishment of an IHE Staff Development team or committee is helpful in involving university staff in developmental activities and Teacher Corps thrusts. I also see it as laying a framework for assistance in the institutionalization of succesoful elements at the IHE during the fourth and fifth year.

5. The teacher inservice committee, established to plan for inservice training performs a similar role in the LEA as does the staff development team in the IHE with regard to institutionalization of successful elements. I now believe that planning for institutionalization should begin early in the first year by at least forming appropriate committees and

establishing relationships. In this way, if there are successful elements to demonstrate and institutionalize, the appropriate framework and relationships will develop.

6. With regard to demonstrable elements I don't believe that these are pre-planned or set, but rather evolve. The first year can be used for part of this evolution of demonstrable elements, but I see them developing during the first three years with demonstration and dissemination taking place during the fourth and fifth years. However, I think the concept of "demonstrable elements" is part of the first year planning design.

7. A comprehensive plan for planning or a planning matrix (including a needs assessment) is essential to guide a project during the first year.

8. A full year of planning allows time for start-up problems and time for them to be worked out without affecting the impact of the project. The year also allows time to develop project "ownership" which was not always possible in the two year projects. One example of such "ownership" is the development of a resource center or "home" in the school for Teacher Corps personnel and for others who are involved in the project.

Some concerns that have developed during the past six months include:

9. I initially reported that using university staff for consultants can be profitable both in doing a job and in

institutionalization. This is true, but problems also exist with this method. For example there are faculty members who are uninterested or lack the time. Also, there is little control by the project director over consultant faculty members as opposed to full time Teacher Corps staff. Therefore, sometimes the job is not done well or is not done at all. I don't want this situation to sound completely negative, but I do think this is an area worth considering.

10. The teachers with whom we are working generally wish to keep the Teacher Corps activities (mostly planning) within the school day rather than after school or on Saturdays. They are primarily interested in training (courses and workshops) and are willing to work outside of school time for these activities (which was our original agreement with them). However, this has not been a major concern.

11. A concern that I previously expressed and that remains is the visibility of the project in the school(s) during the first year. Given a limited staff, it is difficult at times to keep project visibility in the school and maintain a momentum among the teachers that will carry into the second year. With increased staff the second year (e.g., adding a school based person and the interns) the visibility problem should be eliminated.

12. In general, I still believe that a developmental or planning year is extremely viable and helpful to a project.

It should not be taken lightly or compressed, but used to its fullest. I think the developmental efforts will be apparent during the remainder of the project.

Final comments and observations concerning the planning year are integrated in the body of this report.